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IDENTIFIERS \*Controversial Issues

ABSTRACT

This revised social studies course outline follows the New York State Methodology in the development of understandings, the building of concepts, and the generalizations arrived at in the study of a variety of broad issues at the local, state, national, and international levels. General objectives are to provide students with opportunity for in-depth study in critical thinking on current issues, using discussion as a primary teaching technique and also activity units that incorporate some role playing. Concepts, understandings, suggested activities, and resources provide a framework for each of twelve relevant issues on the relationship between urban and suburban areas, students' voices in education, racial conflict, social problems, censorship, protest and dissent vs law and order, pollution, poverty, human relations, living in space, population control, and the roles of Asia, Africa, Latin America in tomorrow's world. (SJM)

30 Transfer: ERIC/SA L

Board of Education  
City School District  
Syracuse, New York

ED 065416



GREAT

ISSUES

Social Studies Elective - Grade 12

Great Issues - A - Regents Credit  
Great Issues - B - School Credit

Social Studies Department  
1970-71

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U.S. DEPARTMENT OF HEALTH,  
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G R E A T   I S S U E S

Social Studies Elective - Grade 12

Great Issues - A - Regents Credit  
Great Issues - B - School Credit

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## SOCIAL STUDIES COURSES

September 1970

Grades 7-8      Our Community, State and Nation

Grade 7      Our Cultural Heritage

Grade 8      Our Historical Heritage

Grades 9-10      World Cultures

Grade 9      Non-western and Latin American Cultures

Grade 10      Modern European Studies

Grade 11      American Studies

Grade 12      Elective Studies:      Pupils in Grade 12 must elect  
one of the following four courses:

Great Issues (A and B)

Our National Heritage

Advanced Placement in American History

Economics

### Other Elective Offerings

Urban Sociology

Practical Politics

Black History

Human Relations

Independent History Studies:      Minority Groups

Advanced Placement in European History (Independent  
Study)

## APPRECIATION

Our sincere gratitude is extended to the many social studies teachers of Grades 11-12 whose foresight and initiative developed this original elective course in the social studies program and its revision ten years later.

Our appreciation is also extended to the members of the original citizen's committee for GREAT ISSUES who provided immeasurable assistance by their comments and suggestions. A new citizen's committee will be invited to guide teachers using this revised curriculum. Representatives of labor, industry, League of Women Voters, Syracuse University, the State and local governments, and the black community can identify meaningful resources and teaching strategy for the most successful experiences for our school youth.

Marie M. Cady  
Supervisor of Social Studies  
1958-1970

## FOREWORD

A survey of the needs of our students resulted in the development of GREAT ISSUES as an elective course in the social studies in 1961. The nature of the issues, and the methods used provide for considerable oral expression as well as practise in other skills found to be valuable in post-high school life.

The student of the 1970's will have special need for skill in thinking critically about issues in their community, state, nation, and on the international scene. In this time of even greater expansion of the printed and spoken word, the opportunities for immediate viewings of happenings all over the world and in outer space, there is "bombardment" from many sides to convince the readers, listeners, and viewers to particular ways of thinking and acting. The "battle for men's minds" is being engaged in by scientists, politicians, commercial interests, many self-interests, and international ideologies.

The development of critical thinking should be a continuous one from early childhood through adult life. The intent in GREAT ISSUES is to offer opportunity for depth study and investigation into a number of important concerns of our times and in a manner which could serve as a pattern for similar approaches to issues and concerns after high school.

## GENERAL OBJECTIVES

- 1 To provide opportunity for research and reporting, both oral and written
- 2 To provide better guidance for individual achievement through the small classes and increased opportunity for participation
- 3 To encourage use of the interview, the classroom guest expert, and field trips in order to take research beyond the printed word
- 4 To develop, especially, skill in oral expression by providing for a planned sequence of experiences which will develop confidence and improve ability
- 5 To prepare students for leadership roles in their communities--local, state, national, international--by offering stimulating issues which are real
- 6 To provide opportunity for the use of the techniques of critical thinking through depth studies of issues which are the concerns of the present and possibly of the future

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## GREAT ISSUES

(Revised)

### THE COURSE

The revised course attempts to follow the State's methodology in the development of understandings, the building of concepts, and the generalizations arrived at after study.

### REQUIREMENTS

The course outline suggests a variety of broad issues which can be studied at different levels - local, state, national and international. The course requirement is:

1. A minimum of four and a maximum of six issues studied during the term
2. These studies should include:
  - a. use of local sources as much as possible
  - b. study should be in relation to more than one level of concern; namely, local as well as national, international as well as national, etc.

### ORIENTATION

1. An orientation period of two weeks is suggested in order that issues to be studied may be selected by the students, library skills reviewed, and a study of newspapers - local and metropolitan - may be made to improve the use of current materials.
2. This is NOT a lecture course. Class time may be devoted to research in the classroom or library, visits, interviews, resource speakers. The major portion of the time should be devoted to informal discussions, panels, debates, etc., in order that skill in discussion be improved.
3. Written reports may be required on one or more topics. These should meet college requirements for such papers. Wide use of newspapers, periodicals, library sources and community resources are necessities.
4. Interviews and guest resource speakers are essential to bring to the class the expert knowledge necessary. Field trips will also prove of great benefit for "on-site" personal observations. Social studies teachers of GREAT ISSUES should plan together for these in order that the best use be made of these sources with the minimum of disruption to the total program.

5. Role-playing, or socio-drama, sometimes proves useful to dramatize issues and conflicts and varied points of view.

#### STUDY PROCEDURES AND TECHNIQUES

Note: Teachers must be familiar with the State outline of Grade II American Studies (American History) for this elective will follow the development of concepts and understandings

1. Great Issues is now intended to provide opportunity for in-depth study in critical thinking on current issues which are vital problems today
2. Certain steps have been identified as models in the process of critical thinking, although they are NOT to be used as a step-by-step model for many of the processes shuttle back and forth in the study. The steps include: \*
  - a. Identification of the issue - a sensitivity to the issue or problem on the part of pupils, plus a clear and concise statement of it
  - b. Gathering, organizing, evaluating pertinent and relative data
  - c. Analysis - drawing comparisons, noting differences, recognizing cliches, and stereotypes, identifying assumptions, etc.
  - d. Formulating and testing hypotheses - the educated guesses, hunches, and insights into alternative solutions. These may be tested by trial and error, an analytic approach by individual or group research
  - e. Drawing warranted conclusions - use of relevant and verifiable data to arrive at a tentative revision, depending on future development
  - f. Testing conclusions - teacher and pupils must realize that certain problems cannot be solved because the adult world has not been able to do so. However, if they can see alternative solutions and consequences, they may have gained much

#### CREDIT

This revised course is intended to care for the needs of both Regents and terminal pupils. The topics are considered of importance to ALL, the method and depth of study may differ. Regents credit for the revised course is now being applied for.

\*From Starr's "The Nature of Critical Thinking" SKILL DEVELOPMENT IN SOCIAL STUDIES, NCSS 1963

### CLASS SIZE

As this is a seminar-type course, providing much opportunity for interchange of ideas, communication, discussions, debates, round-group face-to-face arrangement for greater sensitivity to each other, the number of pupils assigned to one class should be limited.

### MATERIALS

The current nature of the topics can only be served through the use of current materials. There should be access to daily and metropolitan newspapers, weekly news magazines, governmental reports and pamphlets of all types on general, or specific areas of interest.

Much of the newly acquired materials for Grade 11 American Studies are excellent sources. Each pupil should have access to a wide variety of sources and should be guided into full exploration of the group selected topics. Great Issues is also a vehicle which provides many opportunities for formal and informal discussions and experience in taking a stand, defending it, and/or adjusting to new evidence.

## TOPIC 1

## URBAN AND SUBURBAN AREAS - THEIR RELATIONSHIP

## CONCEPTS to be developed or expanded

urban  
suburban  
inner city

land use  
metropolitanism  
urban renewal  
scatter-sites

## UNDERSTANDINGS

THE SYRACUSE METROPOLITAN AREA INCLUDES A VARIETY OF LAND USE PATTERNS DEVELOPED IN AN ATTEMPT TO MEET THE NEEDS OF THE PEOPLE AND OF THE COMMUNITY.

- . Why do people live where they do in our community?
- . Are there forces that determine where people shall live?
- . Who decides on the use of available land?
- . What areas are most desirable and why?

THE GROWING NEEDS OF INDUSTRY NECESSITATE THE USE OF NEW AREAS, WITH THE RESULTING PROBLEM OF ACCESS BY EMPLOYEES IN URBAN AREAS.

- . Why are the old Geddes and North Franklin Street industrial areas no longer able to serve today's industries?
- . How has this influenced where employees live, or where area residents work?
- . What are the changing needs of the industrial areas?

LOCAL GOVERNMENTS HAVE TRIED TO ALLOCATE LAND USE TO BEST SERVE COMMUNITY AND INDIVIDUAL NEEDS.

- . How has this allocation of land been decided?
- . What are the requirements for residential areas?
- . What are the recreational provisions?
- . How can businesses take their place in residential areas to serve the needs of the people?
- . How are community needs - water, garbage and trash disposal, protection - provided in governmental plans?

GOVERNMENTS AT VARIOUS LEVELS COMBINE FORCES TO PROVIDE HOUSING, SERVICES, REPLACEMENT OF SLUMS, DEVELOPMENT OF NEW DOWNTOWN PROJECTS.

- . What has been the role of the federal and state governments in the local area?
- . What role does local and county government play in providing for housing, etc.?
- . How are decisions made in regard to replacement of slums, etc.?
- . What role do the people of the community play?

THE POPULATION NUMBERS ARE SHIFTING TO THE SUBURBS THUS LEAVING THE CITY WITH AN INCREASINGLY LOWER-INCOME POPULATION

- . What were the forces which first planned the industrial and residential developments outside the city?

- . Were there events, or forces, which stimulated this emigration from the city of certain periods of time?
- . What were some of the expressed desires of people who emigrated to the suburban area?
- . What was necessary before a family could plan and move to suburban areas?
- . Who were some of the people who were helpless to move from the city?
- . What were the offerings by developers that made suburbia attractive?
- . Has the suburban dweller faced problems in the new location?

MOVING TO NEW AREAS, OR THE SUBURBS, IS DIFFICULT FOR SOME GROUPS OF PEOPLE DUE TO THE ATTITUDE OF INDIVIDUALS AND GROUPS.

- . What are the racial and minority group statistics for city and suburbs?
- . What legislation applies to equal housing rights?
- . How effective is the enforcement of governmental regulation?
- . What are the restrictions placed on new developments?
- . What is the role of zoning laws and public hearings?
- . How can the people's attitudes change - through churches, education, community activities, better understanding?

#### SUGGESTED ACTIVITIES

Study of the map of the Syracuse metropolitan area to identify the city limits and suburban areas. (Check the map date)

A conducted tour of city and suburban areas by the League of Women Voters to get the total picture. Or, a walking tour through the inner city area

A visit to the Syracuse and Onondaga County Planning department for overview of planning

Interview with officials of an industry which relocated, or expanded, to the suburbs - Dey Brothers, Crouse Hinds, etc.

Attending a public hearing on request for change of zoning, or a Common Council meeting with such an item on the agenda.

Making of charts, graphs, maps, to represent the location of peoples, or special housing districts, etc.

Making of cartoons on some of the problems of writing "Letter to the Editor" type letters on the problem

Interview "people-on-the-street" or conduct a survey

#### RESOURCES

League of Women Voters Housing booklets (in high school classrooms)

Department of City Planning A General Plan, Syracuse, N.Y. Sept. 1959

Advisory Planning Commission 1967 General Plan: Area Characteristics, Syracuse, N.Y. Feb. 1967

Action Plan For Recreation to 1980 County of Onondaga and City of Syracuse (in Senior High School libraries)

Syracuse Department of City Planning Population Characteristics: 1960-80  
Special Report, April 1965

Shaffer, Helen Population Profiles of the United States editorial  
Research Reports Vol. 11, No. 17, Nov. 1, 1967

League of Women Voters New York State: A Citizen's Handbook,  
League of Women Voters of New York State, 1968 (in class sets)

Gottmann and Harper, ed. Metropolis on the Move: Geographers  
Look at Urban Sprawl, John Wiley and Sons, Inc., 1967

1960 Census - "Census Tracts" "Housing" "Age, Color, Marital  
Status" (available at Syracuse Public Library)

League of Women Voters of Syracuse Metropolitan Area for tour  
appointments

Manufacturers' Association of Greater Syracuse - information  
and literature

Chamber of Commerce of Syracuse, Mony Plaza, information and brochures

Eagan Real Estate, Inc., Mony Plaza (or other leading real estate  
offices or developers)

Class sets of Syracuse Metropolitan area paper maps (in each high  
school social studies department)

Local newspapers on microfilm at Syracuse Public Library

Dr. Spencer Parratt, Syracuse University, (a resource person for  
multi-governmental operations)

Slides from Syracuse and Onondaga County Planning Agency

Slides of Syracuse and area from sets available through Social  
Studies office

## TOPIC II

## THE UNHEARD VOICES IN EDUCATION: THE STUDENTS

## CONCEPTS to be developed or expanded

|                 |               |                |
|-----------------|---------------|----------------|
| minority group  | state control | confrontation  |
| student protest | terminal      | conflict       |
| establishment   | interaction   | social control |

## UNDERSTANDINGS

EDUCATION IN NEW YORK STATE IS UNDER THE CONTROL OF THE STATE, WITH LOCALITIES ALSO EXERCISING SOME CONTROL.

- . What are the special controls of the State on educational instruction?
- . To what extent are local school systems free to establish local instructional criteria and programs?
- . Who should determine what is taught?

MIGRATIONS INTO THE SYRACUSE AREA SINCE WORLD WAR II HAVE PRESENTED CHANGING NEEDS FOR EDUCATION AND EMPLOYMENT.

- . In what ways were the new populations different from the local, and, why were the needs different?
- . How might local schools prepare students for new employment needs?
- . Why were special programs for pre-school age children important?

MINORITY GROUP POPULATION HAVE CONFLICTED WITH THE LOCAL "ESTABLISHMENTS" BY THEIR DEMANDS AND CONFRONTATIONS.

- . What are the long-term reasons for conflict between less-advantaged groups and the "establishment?"
- . What is the role of the teacher in this confrontation?
- . Should a policy of "freedom" and a lack of accountability replace the former pupil-school relationship?

CHANGES IN EDUCATION AND EMPLOYMENT HAVE BEEN MADE AND MINORITY GROUPS HAVE BECOME MORE INVOLVED IN LOCAL AFFAIRS.

- . In what ways should pupils have a voice in their educational program?
- . Are pupils knowledgeable in regard to anticipated requirements for industries, government, professions?
- . What areas lend themselves best for pupil involvement in planning?
- . Are racial needs different?

STUDENTS' PROTESTS FOR MORE CHANGES IN THE EDUCATIONAL SYSTEMS HAVE NOT ALWAYS BEEN HEARD.

- . What has been the form taken by students for protests?
- . Has their method brought desired changes?
- . Has there been a long-record of student protest throughout American history?

- . What are the "established" avenues for student suggestions for change?
- . Why have these voices been unheard for so long a time?
- . What are the noticeable differences and similarities between student protests on the local scene and those of the nation's schools?

PROBLEMS IN FINANCING, MEETING THE FELT NEEDS OF STUDENTS, PROVIDING MORE OPPORTUNITIES AND TIME FOR EDUCATION ARE PROBLEMS OF TODAY FOR THE SYRACUSE PUBLIC SCHOOLS.

- . What has been the effect on the Syracuse City School District of the changing nature of the school population?
- . What has research shown regarding pupil achievement today and that of various previous years?
- . How has the increased costs of vandalism and destruction affected the finances of the district?
- . What has been the net result for change of the "Superintendent's Council" of young people?
- . Has the community failed its schools by making bussing necessary?
- . What changes in community attitudes - for both young and old - would improve school operations?

#### SUGGESTED ACTIVITIES

Research the statistics on white and non-white pupils in each local school.

Ascertain the Research Department testing results and compare as to differences in pupils bussed or not bussed.

Through use of newspaper files (and newspapers on microfilm in the Syracuse Public Library) study the student demonstrations, riots, walk-outs, etc.

Study these, or chart them, by dates, type of reasons, etc. to ascertain possible patterns.

Interview pupils, and/or visit different schools.

Survey the un-met needs of pupils in our local schools.

Present a future educational program, from the pupils point of view.

Compare such a projection with that of educational trends.

#### RESOURCES (samples only)

Reader's Guide to Periodical Literature for magazine articles

Current Magazine (in each classroom)

"Youth in Revolt" August 1969

"Student Protests" (Universities) June 1969

Saturday Review

"Young Ideas In An Old State" April 18, 1970

"Alternatives to the System in Education" June 20, 1970

"Conflict of Generations" January 18, 1969

U.S. News and World Report

"Changes Coming In American Colleges" June 8, 1970  
"Youth in Rebellion - Why?" Apr. 27, 1970

Educational Leadership (ASCD)

"Student Participation: Toward Maturity?" February 1970

IMPACT (NYS-ASCD)

"Schools and Their Communities: Imperatives for Involvement"  
Spring 1970

## TOPIC III

## RACIAL CONFLICTS - THE END IN SIGHT?

## CONCEPTS to be developed

|               |                 |                   |
|---------------|-----------------|-------------------|
| Integration   | racial conflict | dignity of man    |
| race          | civil rights    | civil authority   |
| social change | interaction     | one-man, one-vote |

## UNDERSTANDINGS

AN ESSENTIAL INGREDIENT OF GOOD RACE RELATIONS IS THE UNDERSTANDING OF THE CONCEPT "THE DIGNITY OF MAN".

- . How best do we educate a community into this concept of the "dignity of man?"
- . How do we ourselves arrive at this understanding?
- . What degree of participation do minority groups - especially those of other colors - have in decision-making in the nation, state, and local area?

RACIAL CONFLICTS IN THE UNITED STATES HAVE A LONG HISTORY OF OCCURENCES.

- . What are some of the most famous racial conflicts in our history?
- . Why have some of the historical injustices "man-to-man" occurred?
- . What are the lessening evidences of racial conflict and injustices?

RACIAL DISTURBANCES, BOTH PAST AND PRESENT, HAVE A VARIETY OF CAUSES ASSOCIATED WITH SOCIAL, ECONOMIC, AND POLITICAL AFFAIRS.

- . What have been some of the prime social causes of racial disturbances?
- . What were economic causes leading to conflict and disturbances?
- . What manner of political affairs added to racial disturbances?
- . Where have recent gains been made toward lessening these causes?

PROMISES, COMPROMISES, AND ADJUSTMENTS HAVE ATTEMPTED TO RESOLVE THESE CONFLICTS

- . What role has the federal government played in resolving these conflicts?
- . Why has civil authority turned to police or military authorities to control conflicts?
- . In what ways have promises not been kept?

CHANGES AND IMPROVEMENTS IN PREVIOUS POLICIES HAVE OCCURRED THROUGH MANY AVENUES - LAWS, COURT DECISIONS, EDUCATION, INTEGRATION

- . What are the evidences that improvement has taken place?
- . Why has the role of the Supreme Court been an important one?
- . How has education been effective in its role?
- . What are the great improvements still needed?

CIVIL RIGHTS PERTAIN TO ALL MINORITY OR ETHNIC GROUPS - INDIANS, JEWS, PUERTO RICANS, BLACK AMERICANS, CHINESE AND JAPANESE-AMERICANS

- . Why has the American Indian been a deprived citizen through so much of our history?
- . Is it in the nature of man to be cruel and oppressive - such as in slavery?
- . Why were Japanese-Americans interred during World War II?
- . How have the American Jews been deprived of their full rights?

#### SUGGESTED ACTIVITIES

Study of, and charting, major events in race relations

Investigation of causes of conflicts in the local area - interviewing, etc.

Walking tour of inner city

Interview with the Code Enforcement Agency

#### RESOURCES

\*U.S. Riot Commission Report Report of the National Advisory Commission on Civil Disorders, Bantam Books 1968

National Commission on the Causes and Prevention of Violence Rights in Conflict, Bantam Books, 1968

Gilbert, Ben W. Ten Blocks From the White House (Anatomy of the Washington Riots of 1968), Frederick A. Praeger, 1968

\*Bennett, Lerone Jr. Before the Mayflower, Johnson Publishing Company, Chicago, 1969

\*Franklin, John Hope From Slavery To Freedom, Vintage Books, 1969

\*Quarles, Benjamin The Negro In The Making of America, Collier Books, 1969

\*Katz, William L. Eyewitness: The Negro in American History, Pitman Publishing Corporation, 1967

P.E.A.C.E. organization

Human Rights Commission

Neighborhood groups

Black community leaders - Mr. Alfred Witcher, Mr. Frank T. Wood, Dr. George Willey

\*In all Grade 11-12 classrooms

# TOPIC IV

## SOCIAL PROBLEMS IN OUR TIME (Alcohol, Drugs, Sex Mores)

### CONCEPTS to be developed

alcoholism  
drug addiction  
conflict

culture  
social control  
prohibition

social change  
empathy

### UNDERSTANDINGS

#### Alcohol

PEOPLE DRINK FOR VARIOUS PERSONAL REASONS.

- . Why the current emphasis on "social drinking?"
- . Are personal problems greater today than in ages past?
- . Is the drinking problem really greater today, or, do we lack historical perspective?

ALCOHOL PROBLEMS AFFECT PHYSICAL AND MENTAL HEALTH, INDUSTRY, SAFETY, CRIME, AND SOCIAL DETERIORATION.

- . Why would personal drinking have an effect on industry?
- . What is the evidence of the effect of drinking on safety?
- . Which comes first - deterioration or drinking?
- . What is the role of the liquor industry in the situation today?

TEMPERANCE ADVOCATES HAVE APPEARED IN LARGE NUMBERS AT VARIOUS TIMES IN OUR HISTORY.

- . Who were the leaders in the Temperance Movement in our history?
- . What effect did this movement have?
- . Why were individuals motivated toward this reform?

NATIONAL PROHIBITION IN THE UNITED STATES HAD ADVANTAGES AND DISADVANTAGES.

- . Was the 18th Amendment a war measure or due to the influence of the advocates of temperance?
- . What were some of the ways the American people evaded Prohibition?
- . Was Prohibition the cause of gang warfare?

REHABILITATION IS POSSIBLE THROUGH MANY AGENCIES AND INDIVIDUALS.

- . What are some of the governmental agencies concerned with alcoholic rehabilitation?
- . What is the role of Alcoholics Anonymous?

THE LIQUOR INDUSTRY PROVIDES MANY JOBS AND TAX INCOME FOR THE GOVERNMENT.

- . How large is the amount of retail sales of liquor? and what is the government's tax income on liquor?
- . What agricultural products are purchased by the industry?
- . To what extent are beers and wines also affecting our economic life?

### Drugs

THE USE OF NARCOTICS HAS A DETERIORATING EFFECT UPON ITS USERS.

- . What are the effects of various habit-forming drugs and narcotics on the human system?
- . How is this addiction connected with increases in crime?
- . By what process can addicts become non-addicted?

THERE IS AN INCREASE IN THE USE OF NARCOTICS IN THE UNITED STATES.

- . For how long a time has the use of narcotics been a human problem?
- . What has been the history of drug addiction and use throughout the world?
- . How has our nation "acquired" the problem?

THE INCREASE IN USERS IS OCCURRING AT A YOUNGER AGE.

- . What is the most frequent age of the present consumer in the United States?
- . Why is this use becoming a problem with ever younger individuals?
- . By what means are younger children acquiring the habit?
- . What is the prospect for the future?

AUTHORITIES - GOVERNMENTAL, EDUCATIONAL, POLICE - HAVE LAUNCHED BOTH AN EDUCATIONAL PROGRAM AND INCREASED EFFORTS TO STOP SUPPLIERS.

- . By what means can the suppliers be stopped?
- . What procedures have the police found most effective in dealing with addicts and users?
- . How is government, and other agencies, approaching the problem?

NATIONS ARE ATTEMPTING COOPERATIVE EFFORTS TO CONTROL THE NARCOTIC TRAFFIC.

- . Through what agencies or agreements are nations attempting to exercise control of the situation?
- . To what extent have they been successful?
- . What can be learned from the way particular nations have handled narcotic traffic?

LOCAL COMMUNITIES AND AGENCIES HAVE ESTABLISHED REHABILITATION CENTERS FOR USERS.

- . What have large cities in the United States found most helpful in combating drug and narcotic use?
- . How has our State proceeded along these lines?
- . What is being done in our local area?

### Sex Mores

CHANGING TIMES HAVE INCLUDED CHANGES IN SOCIAL PATTERNS CONCERNED WITH SEX.

- . Is there any fundamental change in sex patterns today as compared to other periods in our history?

- . Does the increasing emancipation of women relate to the changing social patterns?
- . What has the recent abortion law provided, and what is the long-term effect?

THE RISING NATIONAL PERCENTAGE OF PEOPLE UNDER 25 HAS INCREASED THEIR EFFORTS FOR INDEPENDENCE.

- . In what ways has the increase in younger persons affected the life styles and emphasis on youth?
- . What is the increasing purchasing power of the younger age group?
- . How have governments reacted, and proceeded, to recognize the power of the young?

ALCOHOL AND NARCOTICS HAVE CONTRIBUTED TO A DECLINE IN SEX MORALS.

- . To what extent have alcohol and narcotics been a contributing factor in sex problems?
- . What has been found to be the adult reaction to greater "freedom" for the young?
- . How has the changing role of the family contributed to problems?
- . Does parental drinking lead to freer sex behavior in the young?

VENEREAL DISEASE IS INCREASING AND INVOLVING PEOPLE OF YOUNGER AGE.

- . What are the statistics on the increase in venereal disease?
- . To what extent have alcoholism and drugs affected this social problem?
- . How do departments of health - national, state and local - proceed in combating such disease?
- . What are the end results of VD as it affects individual and national health?

#### SUGGESTED ACTIVITIES

Visit the Venereal Disease Clinic for Onondaga County and Syracuse.  
Interview those in charge.

Plan a visit to the Onondaga County Penitentiary at Jamesville.  
Inquire as to the role alcoholism, drugs, or disease, play in re-commitments.

Invite Syracuse Deputy Police Chief James Longo to speak at your school.

Invite Syracuse Police Department Officers Edge and/or Gilbert to visit your class to answer your questions.

Secure the results of the Drug survey conducted in local schools in the spring of 1970 and evaluate the findings.

Visit the State Narcotic Addiction Control Commission in the State Office Building or invite a member to your school.

Inquire as to the services of the State's Community Narcotics Education Center at 677 South Salina Street.

## RESOURCES

State of New York Narcotic Addiction Control Commission, State Office Building (many pamphlets and booklets)

Syracuse Police Department, Public Safety Building

City School District Health and Physical Education Department

Alcoholics Anonymous Service Center, 208 East Fayette Street

Onondaga Council on Alcoholism, 107 James Street

Hillbrook Detention Home, Onondaga Hill

New York State Department of Health - Central New York Lab.,  
677 South Salina Street

Reader's Guide to Periodical Literature for the many magazine articles on these topics. Also refer to Current Magazine in your classrooms.

## TOPIC V

## CENSORSHIP: VISIBLE AND INVISIBLE

## CONCEPTS to be developed

censorship  
right-to-know

government by consent  
freedom

power  
conflict

## UNDERSTANDINGS

AMERICANS HAVE AN INHERENT "RIGHT TO KNOW."

- . What have been some of the historic incidents on freedom of the press since the Zenger case of colonial times?
- . By what means can news or happenings be withheld from the public?
- . What type of power can suppress news?

NATIONAL SECURITY REQUIRES CENSORSHIP FOR THE SAFETY OF OUR NATION.

- . Who makes the decision as to the need for censorship for national security?
- . Has this power been misused for other purposes?
- . To what extent is information available to the enemy?
- . What major disadvantage does censorship have for the American citizen?

DECISIONS IN REGARD TO CENSORSHIP ARE MADE BY VARIOUS INDIVIDUALS OR GROUPS FOR VARIED PURPOSES.

- . Who determines what shall be printed in our local papers?
- . Do local government officials control the news?
- . Can people of wealth and influence prevent true reporting?
- . Where are decisions made in regard to radio and television news and special coverages?
- . What were some of the prime examples of censorship in our history?

THE NEWS MEDIA CONTRIBUTE TO CENSORSHIP AS WELL AS DIVULGING THE TRUTH AND EXPOSING EVIL.

- . What is the effect of extensive coverage of one event and a brief commentary on another?
- . What is the role of the news photographer?
- . Who has the role of editing film of events?
- . What effect did the coverage of the Democratic Convention in Chicago have on public opinion?
- . Who has been vindicated by the trial?
- . How many newsmen have been honored for their expose of graft, corruption, other evil?
- . How would you compare the Muckrakers of the late 19th and early 20th century to the above?

## SUGGESTED ACTIVITIES

Compare accounts of a happening in a number of different reportings

Compare the coverage of a day's news in both a metropolitan and local newspaper. Are deletions only a matter of local interest?

Make a comparison of a total speech with the news reportings of the speech. (The New York Times prints many documents and speeches in total.)

Study a researched paper or book on a past event, World War I, II, etc. - and the newspaper accounts of it at the time, through the microfilm resource in the Syracuse Public Library

#### RESOURCES

Syracuse Public Library and high school libraries

Reader's Guide to Periodical Literature

## TOPIC VI

## PROTEST AND DISSENT vs LAW AND ORDER

## CONCEPTS

protest  
dissent

conflict  
interaction

non-violence  
militancy

## UNDERSTANDINGS

AMERICA'S HISTORY INCLUDES MANY EXAMPLES OF DISSENT AND PROTEST.

- . What were the primary causes of dissent in colonial days?
- . In what ways did slaves protest and dissent?
- . How did women protest their role in society and secure reform?
- . What is the story of the early draft riots in New York City?

REASONS FOR DISSENT AND PROTEST CHANGE WITH THE TIMES.

- . Which reasons for dissent and protest are no longer valid?
- . What are today's changed reasons for the rebellion of women?
- . How do university students explain the need for protest and dissent?
- . Why are ever-younger individuals protesting?

THE MILITANCY OF WOMEN IS A RECENT DEVELOPMENT, ALTHOUGH SIMILAR TO THE WOMAN SUFFRAGE MOVEMENT OF THE EARLY 20TH CENTURY.

- . What are the inequalities today between men and women?
- . How is the militancy of women exercised toward reform and correction?
- . What is the role, in this continued emancipation, of women in legislative positions?

LAW AND POLICE AGENCIES BEAR THE BRUNT OF ENFORCEMENT OF UNPOPULAR LAWS AND DECISIONS.

- . To what degree is the "silent majority" responsible for the need to use police and military enforcement?
- . Why are university leaders reluctant to act strongly in cases of violent protest and riots?
- . Are "privileged" classes responsible for the increase in protest against unequal treatment?

BLACK AMERICANS HAVE CONDUCTED BOTH VIOLENT AND NON-VIOLENT PROTESTS TO SECURE THEIR DEMANDS.

- . In what way was Dr. Martin Luther King, Jr. most effective in securing gains for his people?
- . Has the Black leadership determined the effectiveness of any program or group action?
- . What have been some of the gains through protests?

MANY DISSENTS AND PROTESTS HAVE BEEN SETTLED BY PEACEFUL AND LEGAL ACTIONS.

- . Has our national leadership and proposals been effective in foreseeing the needs of various groups and meeting them?
- . How has the Congress exercised leadership for peaceful and legal actions?
- . Why has our local community been more "at peace" than many other areas in the United States?

LOCAL PROTESTS AND DISSENTS HAVE INVOLVED VARIOUS SEGMENTS OF OUR COMMUNITY.

- . What local protests have not lent themselves to peaceful settlement?
- . Why have our schools been the target for disruptions and protests?
- . Is the attitude of our community at fault, primarily?
- . Are students reflecting the opinions of adults?
- . Where are the real challenges for us today?

#### SUGGESTED ACTIVITIES

Collect original accounts of dissent and protest by using microfilm newspaper accounts at Syracuse Public Library

Compare student revolt charges, methods, and leadership throughout different sections of the country

Collect accounts of protests by women, interview local women leaders of protest groups

#### RESOURCES

Reader's Guide to Periodical Literature for recent magazine articles, including such as the following:

"Rebelling Women - the Reason" U.S. News and World Report, April 13, 1970

"What's Going On Inside America?" U.S. News and World Report, June 1, 1970

"Student Violence Widens Range" U.S. News and World Report, March 16, 1970

"Report From Black America" Newsweek, June 30, 1969

"Youth in Revolt" Current, August 1969

"America's Equality Revolution" Current, December 1968

"The Role of Violence" Current, May 1968

"Civil Disobedience and the Law" Current, November 1968

"Legal Status of Women", Concepts in American History, Cambridge Book Company p. 50, 51

Barbour, Floyd B., Ed. The Black Power Revolt, Collier Books, 1968

## TOPIC VII

## POLLUTION: CAN WE LIVE WITH IT?

## CONCEPTS

|            |                                           |
|------------|-------------------------------------------|
| pollution  | modified market economy                   |
| ecology    | industrialization - urbanization syndrome |
| evidence   | analysis and synthesis                    |
| evaluation |                                           |

## UNDERSTANDINGS

INDIVIDUALS, INDUSTRY, AND COMMUNITIES CONTRIBUTE TO THE POLLUTION OF OUR AIR, LAND, AND WATER.

- . For what types of pollution are you personally responsible?
- . Is pollution necessarily bad?
- . Could we possibly live without those things which contribute to pollution?
- . How could the Industrial world eliminate the present pollutants?

NEW INVENTIONS, PROCESSES, AND MATERIALS WHICH BENEFIT OUR WAY OF LIFE ALSO AID IN POLLUTION PROBLEMS.

- . Should we do without detergents, fertilizers, gasoline motors?
- . How can an industrial product be tested for possible pollution problems?
- . Can communities and taxpayers support the necessary sewage and trash disposal processes recommended?

THE AMERICAN PUBLIC HAS A LONG RECORD OF "NOT-LISTENING" TO WARNINGS OF OUR DANGERS.

- . Why was Rachel Carson's Silent Spring, the explosive Number One Bestseller of 1962, of so little immediate effect?
- . How was it that Vance Packard's 1960 The Waste Makers exposed the "progress through planned chaos" but few heard?
- . How many people must die in smog-polluted cities to make the rest of the nation awaken to our danger?

THE DANGERS OF POLLUTION AFFECT EVERYONE.

- . Are rural areas "safe" or are they facing the same dangers?
- . What are the reaches of polluted water? - the streams? rivers? lakes? oceans?
- . Is our food supply safe? is mercury in our fish a threat? are shellfish safe along our polluted shores?
- . Can our birds survive to keep the insect world under control?

THE COST OF ANTI-POLLUTION MEASURES WILL HAVE TO BE ASSUMED IF WE ARE TO SURVIVE.

- . Which measures are of prime importance?
- . Is this a decision of each local community?
- . What are the guarantees that the problems will not return?
- . How safe is our drinking water now?

SPACE, OR THE PLANETS, CANNOT SERVE AS REFUGES BUT MAY AID IN OBSERVATIONS AND ACQUISITION OF SCIENTIFIC DATA.

- . What have been the observations of space satellites in regard to pollution?
- . Can we use such observations in international planning against pollution?
- . Or, can space techniques and observations be put to use on earth to determine prime areas for control?

INDIVIDUALS WILL NEED TO ASSUME MORE PERSONAL RESPONSIBILITY.

- . To what extent do you encourage the expansion of pollution by your own purchases and uses?
- . What can you do, in the disposal of your own trash and sewage?
- . What part do you play in littering our natural wonders and parks?
- . How do you help protect the bird, fish, and animal life in your area?
- . What are the needed anti-pollution measures needed at once in our community?
- . How can you be heard - in our legislative chambers?

#### SUGGESTED ACTIVITIES

Interview various people of responsibility in the area

Visit Onondaga Lake and the Solvay Process Waste Beds

Visit the Land-fill operation near Route 81 and MacArthur Stadium

Drive to a high point near Syracuse and note the smoke pollution

Visit Hancock Airport and note the take-off of jet planes

Confer with State Conservation experts and Public Health officials

Visit our chief water supply - Skaneateles Lake - and discover why our 90+ % pure drinking water is no longer true

#### RESOURCES

Local newspaper files, or the microfilm of local newspapers, at the Syracuse Public Library

Reader's Guide to Periodical Literature for magazine articles

Carson, Rachel Silent Spring, (paperback) 1962

Packard, Vance The Waste Makers, (paperback) 1960

Public Affairs Pamphlet "What's in the Air," No. 275

## TOPIC VIII

## POVERTY IN THE UNITED STATES

## CONCEPTS

poverty  
welfare

freedom and equality  
dignity of man

empathy  
causation

## UNDERSTANDINGS

SOCIAL PROBLEMS ARE UNDERLYING CAUSES OF SOCIAL WELFARE.

- . Why are broken-families one of the leading social problems?
- . What other, ever-winding, problems result from this one cause?
- . How does lack of education cause unemployment?
- . Is the "dignity of man" important to every individual?

THE CONCEPT OF SOCIAL WELFARE HAS BECOME AN ACCEPTED PART OF AMERICAN LIFE.

- . With rising welfare costs, and in inflationary trend, can we afford to continue to accept social welfare?
- . Would it be better to apply those funds and effort toward elimination of the underlying causes?
- . How long can we afford to accept social welfare as our burden?

MEDICARE HAS PROVIDED FOR SOLUTIONS TO MANY SITUATIONS BUT IT ALSO HAS DISADVANTAGES.

- . Who really benefits from Medicare?
- . Is the legislation sufficiently clear?
- . Can it be understood by those who need it, or is it merely confusing?
- . Is it possible for people to lose what is rightfully intended to be theirs?
- . What are some alternate plans for health care?

PROVISIONS FOR AN ADEQUATE LIFE FOR ALL AMERICANS IS A NATIONAL GOAL.

- . To what extent is this true?
- . Does such an aim tend to lessen self-motivation and ambition?
- . What measures need to be enacted to permit an adequate life for all Americans?

VARIOUS FACTORS IN TODAY'S WORLD HAVE DETERRED THE ACCEPTANCE OF POSSIBLE PERMANENT SOLUTIONS TO POVERTY.

- . What is poverty by our standards?
- . Are these standards accepted by other nations?
- . Should the same standards be applied to all sections of our country?
- . Do the necessities of life cost the same in all sections or do they differ?
- . Are all peoples equally capable of handling funds and purchases?

## SUGGESTED ACTIVITIES

Interview with Mr. Lascaris, or his personnel, in regard to the local situation

Gathering of pertinent information and reports on welfare in Onondaga County and comparison with other sections of the country

Production of charts, graphs, maps, showing statistics and differences from place to place

Preparing proposals for an improved system

Interviews with the State Employment Office

## RESOURCES

Reader's Guide to Periodical Literature for magazine articles such as:

"What's Wrong With Welfare - Answers From Nixon's Advisor"  
U.S. News and World Report, June 15, 1970

"Is There A Culture of Poverty?" Current, Nov. 1968

"Dispersing The Ghettos" Current, August 1969

Public Affairs Pamphlet, Poverty In The U.S.A., No. 398

HUMAN RELATIONS: A BETTER MEANS OF COMMUNICATION?

CONCEPTS

|             |                |                           |
|-------------|----------------|---------------------------|
| interaction | dignity of man | social environment        |
| empathy     | social control | compromise and adjustment |
| culture     | social change  |                           |

UNDERSTANDINGS

THE INTER-RELATIONS BETWEEN PEOPLE HAS BEEN VIOLENT AND DISORDERLY THROUGH MUCH OF OUR NATIONAL HISTORY.

- . What has been the changing relationships between the American Indian and the white settlers?
- . How were European immigrants "welcomed" at the turn of the century?
- . What were the reactions to free Negroes after the Civil War?
- . Why were Japanese-Americans seized, interred in camps, and deprived of rights during World War II?

PREJUDICE AND FEAR HAVE BEEN CONTRIBUTING FACTORS TO POOR RELATIONS WITH EACH OTHER.

- . What economic threat did the immigrants hold for the job-holder at the turn of the century?
- . Why were free Negroes a threat to the South, after the Civil War?
- . Why are Jews discriminated against in the social world?
- . How has the great Northern movement of Negroes in recent years built prejudice and fear?

UNDERSTANDING AND TOLERANCE OF OTHER PEOPLE CAN BE LEARNED.

- . How are understanding and tolerance built between members of a family?
- . How can early association of children of different cultures be made possible, as an aid to understanding?
- . Are integrated schools the answer, or integrated housing?
- . Do schools make special provision for development of understanding and tolerance?

THE MASS MEDIA HAS A ROLE IN DEVELOPING TOLERANCE, UNDERSTANDING, AND APPRECIATION BETWEEN PEOPLES.

- . Does the mass media utilize its opportunity to present the background and role of Black Americans in America?
- . Is the presence of Black artists and performers sufficient?
- . How many networks have Negro History series offerings, or other minority groups?
- . Are opportunities afforded for interaction by "instant-answer phone calls?"

EDUCATION MUST ASSUME A GREATER ROLE IN IMPROVING HUMAN RELATIONS.

- . Should the techniques and experiences of Human Relations be an integral part of K-12 education?
- . Are elective courses on Human Relations sufficient for the task?

- What type of teacher-preparation should be required in the area of Human Relations?
- What policies of the School Board should be a matter of record in this area?

### SUGGESTED ACTIVITIES

- Role-playing of situations between various groups of people to "get-the-feel" of the problems
- Invite guest resource people to class - representatives of various types of groups - to secure information about the "hang-ups"
- Invite an Anthropology major to indicate how understanding and tolerance can best be built
- Representatives of the Americanization League can recount experiences of immigrants
- Interview, and put on tape, the real experiences of people in our community of different cultures
- An elderly Irish immigrant might recall his experiences and discrimination
- View films and filmstrips on immigrants and other cultural groups, listen to records of their music and songs
- Talk with students - those who have taken our City School District Human Relations elective
- Talk with students who are dissatisfied with inter-group relations in our schools

### RESOURCES

- B'nai B'rith materials in each high school - Bibliographies, plays, teaching techniques, etc.
- State Education Department "Human Relations Education: A Guidebook to Learning Activities" (Reprint of Human Relations Project of Western New York publication) 8-24-72  
acc.
- Public Affairs Pamphlet Who's My Neighbor #237, Fear and Prejudice #245
- Reader's Guide to Periodical Literature for magazine articles
- Bibliography for Negro History, included in all 1965 curriculum outlines in social studies
- Newspaper files, including papers on microfilm in the Syracuse Public Library
- Local groups: Polish organizations, German Societies, etc., Americanization League, etc.
- International Students Organization of Syracuse University
- Human Rights Commission of Syracuse and Onondaga County

## TOPIC X

WILL YOU LIVE IN SPACE?

## CONCEPTS

space  
satellitespace station  
skepticismevidence  
habitat and its significance

## UNDERSTANDINGS

THE NUMBER OF NATIONS WITH DEMONSTRATED CAPACITY TO LAUNCH CAPSULES INTO SPACE IS INCREASING AND ACHIEVEMENTS ARE EXPANDING.

- . For what reasons are nations committed to the expenditure of vast sums and efforts to explore space?
- . Why are not these efforts coordinated for greater gains for all?
- . What are the specific gains now received from space satellites?

AMERICA'S SPACE PROGRAM SUPPORT HAS LESSENED WITH THE NEED FOR OVER-COMING SERIOUS DOMESTIC PROBLEMS.

- . Which groups deplore the funds spent on space programs?
- . Is there a need to produce a program of concentrated utilization of present knowledge in place of further space explorations?
- . What advantages are there in the establishment of space stations - manned or un-manned?

AMERICA'S SPACE PROGRAM HAS SPURRED THE DEVELOPMENT OF NEW INDUSTRIES, MATERIALS, PROCESSES, FOODS FOR OUR GROWING ECONOMY.

- . How has industry benefited from the research conducted by the space program?
- . Which new industries have been developed for production of new products?
- . Has the food industry taken advantage of the research on astronauts food?
- . What new materials have benefited the consumer?

THE RESOURCES OF PLANETS OUTSIDE OUR ATMOSPHERE IS LITTLE KNOWN BUT COULD AFFECT OUR OWN DEVELOPMENT.

- . Why are scientists all over the world anxious to secure samples of other planet materials?
- . What has been learned to date from moon samples?
- . How has the photography from our space vehicles given us new perspectives on our own planet?

COMMUNICATION SATELLITES HAVE PROVEN EFFECTIVENESS IN AIDING COMMUNICATION BETWEEN DIFFERENT WORLD AREAS.

- . To what degree has television been changed due to the satellite program?
- . Why has space flights - the Moon Walk - and later capsule problems - found so many people united around the world in a common event?
- . What are the receptive devices which are needed to enable all peoples - rich and poor - to hear from each other?

PLANNED AND MANNED SPACE STATIONS ARE WITHIN THE REALM OF ACHIEVEMENT.

- . What type program is needed for launching, maintaining, operating space stations?
- . Are there candidates for such manned operations?
- . Will such stations make routine space flights within the range of possibility?
- . Will the financing needed endanger our domestic programs?

EDUCATION MUST PREPARE CHILDREN FOR THE ACTIVE SPACE AGE TO COME.

- . Can the old lecture-method, rote-learning provide the skills needed for our youngsters?
- . What special subjects and skills need to be included in our educational programs?
- . Do we need to include more modern technology for both space and ground-control workers?
- . Will math and science be the prime requisites?
- . How can "geography" continue to limit itself to earth? shall it now include space-views of planets?
- . Are there special techniques and adjustments needed to prepare youngsters for the confines of limited living space?

#### SUGGESTED ACTIVITIES

Drawings, cartoons, on future in space

Charts, graphs, on space achievements

"Tour" of Cape Kennedy on film, slides, or filmstrip

Projections into year 2,000 A.D.

Establishment of new industries and projected new communication and products of year 2,000 A.D.

Debate on Congressional action for future space programs

Invite speakers from the Air Force Recruiting office, or Hancock Airport

#### RESOURCES

Reader's Guide to Periodical Literature for the huge store of articles, interviews, reports

U.S. Government Printing Office - list of available materials on space

Syracuse Public Library's special section

Public Affairs Pamphlet The Peaceful Uses of Space #331

## TOPIC XI

## POPULATION CONTROL - A PERSONAL PROBLEM?

## CONCEPTS

conflict  
 freedom and security  
 dignity of man

abortion  
 birth control  
 morality and choice

## UNDERSTANDINGS

FUTURE POPULATION ESTIMATES INDICATE CRITICAL AREAS IN ASIA AND LATIN AMERICA.

- . What is the effect of over-population?
- . What are the projections for the future in Asia and Latin America?
- . Why have the attempts at population control been unsuccessful in those areas?

THE UNITED STATES IS ALSO FACED WITH A RAPIDLY INCREASING POPULATION, ALMOST 50% OF WHICH ARE UNDER 25 YEARS OF AGE.

- . What actions are being contemplated to permit families to limit their own growth?
- . What legislation has been passed by New York State to permit same control?
- . How has this been received by the Church, the public?

THE FOOD NEEDS OF CERTAIN WORLD AREAS CANNOT BE MET UNDER PRESENT CONDITIONS.

- . Is it necessary that certain peoples must starve so that births can continue uncontrolled?
- . What economic prospects exist for continued increase in population?
- . What surplus food programs could be provided to other countries?

ATTEMPTS AT BIRTH-CONTROL IN LESSER-DEVELOPED AREAS HAS NOT MET WITH A GREAT MEASURE OF SUCCESS.

- . What programs have been instituted in Asia and Latin America?
- . What actions are necessary for successful programs in these less industrialized nations?
- . What attitudes exist that help or hinder these programs?

THE CHURCH IN MANY LANDS DOES NOT APPROVE OF MANY BIRTH CONTROL METHODS.

- . What arguments are advanced by the Church against many birth control methods?
- . What methods does the church approve?
- . What are the arguments for and against the pill?

INDIVIDUAL STATES WITHIN OUR COUNTRY ARE CONSIDERING RELAXATION OF ABORTION LAWS AND ACCESSIBILITY OF BIRTH CONTROL INFORMATION.

- . What choices have individuals had in the past regarding birth control?

- . What is the role of government and private agencies regarding birth control?
- . What will be the impact of the New York State law permitting abortion?

IT HAS BEEN A LONG-STANDING BELIEF THAT EVERYONE HAS A "RIGHT-TO-BE-BORN."

- . What is the responsibility to the unborn vs. the living?
- . Can the world support a population which is expected to double within the next 25-30 years?
- . Who should have the responsibility for the non-contributing members of our society?

THE CHANGING ROLE OF AMERICAN WOMEN IN THE ECONOMIC LIFE HAS ALTERED THEIR ROLE AS "CHILD-BEARERS."

- . How has the role of women changed?
- . What are the responsibilities of parenthood today?
- . What are the prospects for greater freedom and equality for women?

#### SUGGESTED ACTIVITIES

Projected population figures for United States and other nations.  
Draw conclusions, discuss implications

Speakers from World Health Organization  
(local contact - Upstate Medical Center)

Speakers from Planned Parenthood and Church groups

#### RESOURCES

Reader's Guide to Periodical Literature for articles and reports

Newspaper articles

Public Affairs Pamphlet This Crowded World #306, A New Look At Our Crowded World #393

United States Department of the Interior Conservation Yearbook, The Population Challenge

Report of the Presidents Commission on the Status of Women, American Women 1963

## TOPIC XII

## ASIA, AFRICA, LATIN AMERICA - THEIR ROLES IN TOMORROW'S WORLD

## CONCEPTS

nationalism  
interdependence  
emerging nation

"balance of power"  
neutrality  
intervention  
isolation

## UNDERSTANDINGS

DEVELOPING NATIONS, WITH AREAS OF GREAT NATURAL RESOURCES, COULD PRESENT CHALLENGES TO THE POWER-NATIONS OF TODAY.

- . Is national self-interest the foundation of foreign policy?
- . What is the role of oil interests in the Middle East?
- . What is the role of private investment in Latin America?

THE GROWING SPREAD OF INDEPENDENCE AMONG FORMER COLONIES OF EUROPE IS CHANGING THE BALANCE OF POWER IN THE UNITED NATIONS.

- . Is the role of the United Nations too much or too little intervention? (i.e., The Congo, S. Rhodesia)
- . Do emerging nations try to pursue a policy of non-alignment with powerful nations?

COMPARISONS OF NATIONS AND PEOPLES WITHIN THE THREE CONTINENTS SHOW VARIOUS DEGREES OF ECONOMIC, SOCIAL, AND POLITICAL DEVELOPMENT.

- . What are some of the similarities in economic, social, and political development of Latin America, Asia and Africa?
- . What are some of the differences in economic, social, and political development of Latin America, Asia, and Africa?
- . What has been the influence of Fidel Castro and his ideas on other Latin American countries?
- . What special products, special skills, or special experience have the smaller nations contributed to the more technically advanced powers?

RELATIONS BETWEEN THE UNITED STATES AND THE DEVELOPING AREAS HAS HAD BOTH POSITIVE AND NEGATIVE ACTIONS AND RESULTS.

- . Why are alliances for common economic or scientific interests more successful than military pacts?
- . How have unstable governments, lack of leadership, education retarded development?
- . What actions are necessary for more positive relationships with developing areas?
- . How have underdeveloped nations benefited from the Peace Corps and the AID programs?

## SUGGESTED ACTIVITIES

Research current articles and books for substantiating evidence to support point of view of author. Write written reports

Debate current and future policies of particular countries

Invite speakers from International Student Center. Syracuse University

Invite speakers from East Asian and African Studies department, Maxwell School

#### RESOURCES

Public Affairs Pamphlet Roads to Peace #344, The United States and Viet Nam: Two Views #391, Testing and Taming of Nuclear Weapons #303

Adams, Mildred, ed. Latin America: Evolution or Explosion? New York, Dodd, Mead, 1963. \$1.95.

Bayard, James, pseud. The Real Story on Cuba. New York, Monarch Books, 1963. \$.50.

Berle, Adolf A., Jr. Latin America: Diplomacy and Reality. New York, Published for the Council on Foreign Relations by Harper & Row, 1962. \$1.95.

Brameld, Theodore. The Remaking of a Culture: Life and Education in Puerto Rico. New York, Science Editions, 1966. \$2.65.

Cremeans, Charles D. The Arabs And The World: Nasser's Arab Nationalist Policy. New York, Frederick A. Praeger, Inc.

Crozier, Brian. South-East Asia In Turmoil. Baltimore: Penguin, 1965. pa. \$.95.

Dean, Vera M. New Patterns of Democracy in India. Harvard University Press.

Fall, Bernard B. The Two Viet-Nams: A Political and Military Analysis. New York: Frederick A. Praeger, Inc., 1966.

Fishel, Wesley R., ed. Problems of Freedom: South Vietnam Since Independence. Glencoe, Illinois: Free Press, 1961.

Greene, Graham. The Quiet American. New York: Viking. pa. \$1.25 A political novel.

Hickey, Gerald Cannon. Village In Vietnam. New Haven, Connecticut: Yale University Press, 1964.

Hoang, Van Chi. From Colonialism to Communism: A Case History of North Vietnam. New York: Frederick A. Praeger, Inc., 1964.

Kirk, George E. Contemporary Arab Politics. New York: Frederick A. Praeger, Inc.

Laufer, Leopold. Israel and the Developing Countries: New Approaches to Cooperation. Twentieth Century Fund, 1967.

Lederer, William J., and Burdick, Eugene. The Ugly American. New York: Fawcett Publications, Inc. \$.50 (Fiction)

- Marrin, David K. Emerging Africa in World Affairs. San Francisco, California: Chandler Publishing Company, 1965.
- Matthews, Herbert L., ed. The United States and Latin America. 2nd ed. Englewood Cliffs, New Jersey: Prentice Hall, 1963. \$1.95.
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- Sharabi, Hisham B. Nationalism and Revolution in the Arab World. Princeton, New Jersey, D. Van Nostrand & Co.
- Tiedemann, Arthur. Modern Japan; A Brief History. Anchor. \$1.25 paper
- Wagley, Charles. Brazil; Crisis and Change. New York, Foreign Policy Association, 1964. \$.75.
- Wallerstein, Immanuel. Africa: The Politics of Independence. New York: Vintage Books, 1961.
- Ward, Barbara. The Rich and the Poor Nations. New York: W.W. Norton and Company, Inc., 1962.

Reader's Guide to Periodical Literature

Newspapers available on Microfilm in Syracuse Public Library